

Final Examination School Law 859 Summer 2009

Group # 2 Names: Angelique, Josh, Gary, Roni, and Jessica

True or False:

1. F One function of a state court is to resolve cases between citizens of different states.
2. T The United States Supreme Court is the highest court in the land beyond which there is no appeal or redress.
3. T School boards may go into executive session to discuss personnel issues.
4. F Education is generally considered a federal responsibility.
5. T A superintendent is considered a public official.
6. T A teacher is considered a public official.
7. F In loco parentis means that you are allowed to dismiss any parent who is acting crazy in your office.
8. T Rule 51 refers to most of the special education requirements in Nebraska.
9. F Student suspension procedures are exactly the same for regular education and special education.
10. T Once a pupil has completed all required courses, the issuance of the diploma is a ministerial act that the school must perform.
11. F The Pickering case the supreme court determined that teachers are afforded first amendment rights.
12. F "Holy hugs" are considered a requirement of procedural due process.
13. F In a teacher non renewal situation, the burden of proof for the school is no different for a non-tenured teacher than there is for a tenured teacher.
14. T Student lockers are subject to search if the school meet the standard of reasonableness.
15. F In Tinker v. Des Moines the courts ruled that the wearing of arm bands was disruptive and justified student suspension.

Multiple Choice Questions

1. _3 Common law precedents are established by:

1. legislators
2. state constitutions
3. courts
4. federal constitution

2. 4_ According to 1974 FERPA requirements, which of the following statements are correct:

1. Parents can appeal anything in a student's file that appears incorrect
2. Parents may request a hearing
3. Parents may provide written supplementary attachments to challenged material
4. All of the above

3. _4 In Nebraska schools, the possession of a firearm requires a suspension of:

1. The remainder of the semester.
2. For one year unless modified by the principal.
3. For one year unless modified by the superintendent.
4. For up to 10 days without a hearing.

4. _4 Which amendment of the U.S. Constitution provides protection against unreasonable search?

1. The 10th amendment
2. The fourth amendment
3. The 16th amendment
4. None of the above.

5. 2 Which case had to do with use of school facilities by community groups.

1. Sister society v. state of Oregon.
2. Mergens v. Westside Public Schools
3. Goss v. Lopez
4. Nelson v. Hoehner

Short answer:

1. In Nebraska when does a full time public school teacher gain tenure?

A full time public school teacher gains tenure after successful completion of his/her third year of successive teaching (the probationary period) and receives an offer for re-employment for the succeeding year.

2. When does a full time superintendent gain tenure?

A superintendant has a contract but does not gain tenure.

3. Rule 10 requires that evaluation instruments be designed primarily for the improvement of instruction and shall include at a minimum what three areas:

1. 23 007.06A1c(1) Instructional performance,
2. 007.06A1c(2) Classroom organization and management,
3. 007.06A1c(3) Personal and professional conduct.

4. What are the three elements of procedural due process?

No person shall be ... deprived of life, liberty, or property.

- a. proper notice must be given
- b. an opportunity to be heard must be given
- c. hearing must be conducted in a fair manner

Fill in the blank:

1. The TLO case allowed schools to use a reasonableness standard rather than a probable cause standard required by law enforcement agencies.
2. In Nebraska, a certified employee is entitled to written notice by April 15th or earlier of the intention to consider amendment or termination of the employee's contract for the following year.
3. Section 504 of the Rehabilitation Act of 1973 was intended to ensure that children with disabilities receive education that is both appropriate and free.
4. The SANTA FE INDEPENDENT SCHOOL DISTRICT v. DOE case had to do with prayer at football games.
5. In Nebraska a non-tenured teacher must be observed for one entire instructional period one time(s) each semester.
7. Title IX was enacted to protect the rights of individuals and to prohibit discrimination based on gender in educational programs or activities receiving federal funds.
8. Slander is a form of defamation by the spoken word.
9. The education of students is basically the responsibility of this level of government, namely the state authorities .
10. Reduction in Force (RIF) hearings usually require a two step approach. 1) establishing that circumstances warrant the change in the number of teaching positions, and 2) the right person has been selected.

Match the following cases with the ruling or concept:

1. I_ Goss v. Lopez
2. D_ TLO v. New Jersey
3. E_ FERPA
4. F_ Lee v. Wiseman
5. G_ Board of Ed. Of the Westside Dist v. Mergens
6. A_ Wisconsin v. Yoder
7. H_ Stevens v. Chesteen.
8. C_ Titus v. Lindburg
9. B_ Pickering v. Board of Education
- 10 J_ Erb v. State of Iowa

- A. "amish exception" allowed the waiver of required attendance due to religious practices.
- B. Established that teachers have a constitutional right to comment on matters of public interest.
- C. A student injures another student on the playground. Comparable damages were applied. Damage was to be paid half by the student, ¼ by principal and 1/4 by the school.
- D. Parents challenged the principal's right to suspend without due process.
- E. Schools can release records only with written permission.
- F. Involved prayer at graduation
- G. Action against the school district to require equal access for a Christian club.
- H. High school student injured on the P.E. field but the school was not found negligent. Teacher cannot be everywhere.
- I. Significant case which established standards for search and seizure.
- J. Teacher adultery insufficient to support revocation of certificate. Failure to prove nexus.

Match these Nebraska cases

1. Johnson v. Millard **H**

2. Cerny vs. Cedar Bluffs **G**

3. Boss v. Fillmore County **F**

4. Spencer v. Omaha **B**

5. Cox vs. York County School **E** *This case involved a teacher being dismissed even though proper teacher evaluation didn't take place. The courts ruled in Cox's favor. The teacher was evaluated the day after the school board voted to release her from her contract.*

6. Neal v. York School District **D**

7. Nuzum vs. School District of Arnold **A**

8. Norman v. Ogallala School District **C**

A. Non-tenured music teacher is reinstated due to lack of proper due process.

B. The supreme court of Nebraska ruled that Omaha student code of conduct had exceeded the statutory authority granted by the Nebraska Student Discipline Act.

C. Ruled that the school was negligent in allowing student to wear an untreated cotton flannel shirt to welding class.

D. Coaches do not have any tenure privileges in Nebraska.

E. Principal was dismissed even though written evaluations were not provided.

F. Superintendent was found innocent of incompetence, neglect of duty and unprofessional conduct due to insufficient evidence at hearing.

G. Case had to do with a football player who returned to action and suffered a head injury.

H. Courts ruled negligent supervision by a teacher who failed to properly supervise the "London Bridge" activity.

NOTE: We could not find information regarding "Cox vs. York County School" and "Neal V. York School District". We did find "Cox vs. McCool School District" and "Neal vs. Fulton County Board of Education".

Final Exam Part II Test.

True or False

1. Common sense is an important concept in the appropriate implementation of school law. **TRUE**
2. The Lemon test is a way that a court would determine if a school administrator is a “public figure”. **FALSE**
3. Zero tolerance means all food in the cafeteria must be considered fit for human consumption. **FALSE**
4. The dumbest 859 class ever got considerably smarter. **TRUE**
5. Nebraska teachers are not allowed to wear religious garb in the classroom. **TRUE** as found in Revised Statutes of Nebraska Section 79-898 Public schools; religious garments; wearing by teachers prohibited; penalty. Any teacher in any public school in this state who wears, in such school or while engaged in the performance of his or her duty, any dress or garb indicating the fact that such teacher is a member or an adherent of any religious order, sect, or denomination, shall be deemed guilty of a misdemeanor, and upon conviction thereof be fined in any sum not exceeding one hundred dollars and the costs of prosecution or shall be committed to the county jail for a period not exceeding thirty days or both.

Short answer:

6. A football player receives a broken leg in a football game. The parents of the student sue the school for negligence. What would an appropriate defense for the school be?

An appropriate defense for the school district would be that of Assumption of Risk. Assuming that the coach made sure that all necessary forms, permission slips and waivers were signed by the parents and that he made sure that the equipment being used by the athletes was in good and safe working order the district should be fine. Since the injury occurred during a game there was plenty of supervision. It is a risk that the boy (and his parents) took when signing on to play a contact sport such as football. The student was informed of the risk involved and voluntarily took part in the game therefore, the school district would have a strong defense against accusations of negligence.

7. You are the athletic director at Mapdot High School and a basketball player is cited by police for minor in possession. Describe the appropriate level of due process required for the discipline of this athlete.

The courts hold the view that the severity of an offense, rather than the place in which the offense occurs, determines the right to punish the perpetrator(s) to the offense. If the acts affects proper discipline and decorum in schools or makes them less effective, the jurisdiction of the teacher extends beyond the school to acts committed away from school. School officials must formulate valid discipline policies governing student behavior after school hours away from school. These policies must be defined so that students and parents understand their intent. In the case of the basketball player in possession of alcohol, a suspension may ensue but has to follow the provided guidelines:

1. Adequate notice must be provided to the students and parents regarding the existence of rules governing student behavior both in and out of school.
2. A record should be compiled that includes the following information:
 - a. The infraction allegedly committed
 - b. The time of the alleged infraction
 - c. The place the alleged infraction occurred
 - d. Those person(s) who witnessed the alleged act
 - e. Previous efforts made to remedy the alleged misbehavior
3. Students should be provided a notice followed by a brief informal hearing.
4. Students should be provided either oral or written notice of charges against them, the evidence school authorities have to support the charges, and an opportunity to refute the charges.
5. School official should listen to all sides of the issue. Adequate time should be provided for students to present their side of issue without interruption.
6. Parents/guardians should be informed of the hearing and provided with written notification of the action that results from the hearing and include:

- a. The charge(s) brought against the student
 - b. Description of the available evidence used to support the charge(s)
 - c. The number of days suspended
 - d. A determination of whether suspension is an in-school or out-of-school suspension
 - e. A list of other conditions that must be met before student returns to school
 - f. A statement that informs parents/guardians that the suspension can be appealed to the district's student personnel director
7. Parents/guardians should be informed by phone of the suspension, followed by written notification

8. One of your high school students has called a teacher an obscene name. You have determined that you will do an out of school suspension for three days. Briefly describe the due process required in this situation and how you as a principal would handle it.

Short Term Suspension

1. Investigation. Short-term suspension shall be made only after the principal has made an investigation of the alleged conduct or violation and has determined that such suspension is necessary:
 - (i) to help any student;
 - (ii) to further school purposes; or
 - (iii) to prevent an interference with school purposes.
2. Notice of Charges. Before such short-term suspension shall take effect, the student shall be given oral or written notice of:
 - (i) the charges against him or her;
 - (ii) an explanation of the evidence the authorities have; and
 - (iii) an opportunity to present his or her version.
- 3 . Written Statement. Within twenty-four (24) hours or such additional time as is reasonably necessary following such suspension, the principal shall send a written statement to the student and his or her parent/guardian describing:
 - (i) the student's conduct, misconduct, or violation of the rule or standard, and
 - (ii) the reasons for the action taken.
4. Principal/Parent Conference. The principal shall make a reasonable effort to hold a conference with the parent or guardian before or at the time the student returns to school.

9. Jack and Jill went up the hill to look at the unmarked well during recess. Jill was pushed into the well by Jack. When questioned by the principal, Jack claimed it was all because of gravity. Would a good administrator believe him? Yes or no. Explain.

No. There are a few variables that may lead to different conclusions such as: Does it have a fence, dirt, or some sort of wall safe-guarding it? How easy would it be to fall in or would one have to be pushed to go into the well? Obviously, the students were both at fault for going to the well during recess, but a good administrator would need to investigate listening to both sides of the story and to possible witnesses including teachers on duty. The text said one should always assume the students are innocent – give them the benefit of doubt – until proven otherwise.

Remediation Plan:

MEMORANDUM

TO: Teacher

FROM: Principal

Cc: Superintendent

DATE: May 23, 2009

RE: Remediation Plan for the 2009-10 School Year

This memorandum constitutes a formal remediation plan to assist you in improving your instructional and professional performance as a teacher. The requirements described in this remediation plan are based on (1) my observations of your instruction; (2) my observations of you in interacting with administration, staff, students and parents; and (3) other facts that you and I have discussed. Your successful completion of this plan will also improve your relationships with parents and staff.

The requirements listed below include specific instructional and professional performance goals, the performance level required, and the deadlines for meeting them. The instructional and professional requirements are essential to successful learning by your students and to your achievement of satisfactory job performance.

Performance Goal #1

You will improve your instructional skills by implementing strategies that are targeted to effectively meet the needs of students with special needs.

In my February 14 observational evaluation, I indicated a concern that you are not effectively meeting the needs of special education students that are assigned to your courses. Additionally, parents have made repeated attempts to address this concern with you and have sent letters documenting their concern to you and the director of special services. Further, you have failed to provide the modified assignments and tests for students with disabilities. On February 28, I counseled you with the director of special services regarding the federal requirements related to special education students and IEPs. On March 12, I reprimanded you for neglecting to address the concern of the parents as well as compliance with requirements referenced in student IEPs. In reply, you stated, "I do not believe that certain students should receive special treatment. I will not neglect the needs of my "average" and "above average" students so that I may teach those students that shouldn't even be in my class." This statement reflects that you believe that the requirements of special needs students and parents are beyond the scope of your responsibilities. During the 2009-2010 school year, you must meet the requirements of special needs students while balancing the demands of "average" and "above average" students. Balancing the demands of "all" students while facilitating their achievement is a difficult task. However, it is a task that effective teachers must develop.

To facilitate the development of these skills, you will attend the “RTI Conference” in Lincoln, Nebraska, June 4-7, 2009. The school will provide all costs for attendance. You will prepare a memorandum indicating the workshops that you attended and summarizing the high-quality instructional strategies, classroom based interventions, monitoring strategies to track progress frequently to make decisions about changes in instruction or goals and applying child response data to implement educational decisions that you will use in your classroom during the 2009-10 school year. Provide a copy of this memorandum to Superintendent Mann by August 1, 2009. The administrator that will evaluate you next year will review the strategies with you and will look for specific strategies in your evaluation next year.

Performance Goal #2

You will improve your relationship with parents/guardians by initiating appropriate conferences with parents, developing cooperative relationships in an atmosphere of mutual respect, and communicating student progress, attendance and conduct to parents/guardians.

We have discussed the need for you to improve your relationships with parents. Parents have documented that you are unresponsive to their concerns and requests for conferences. Additionally, it has been reported that you are not complying with the requirements of individual IEPs.

To address these needs you will read “The Tactful Teacher: Effective Communication with Parents, Colleagues, and Administrators” by Yvonne Bender and “Involving Parents of Students with Special Needs: 25 Ready-to-Use Strategies” by Jill C. Dardig. After reading these texts, you will prepare a memorandum outlining the strategies that you will use to improve your communication skills and relationships with parents of special needs students. The strategies must be specific to the areas that we have discussed during the course of your evaluation and include: parent-teacher conferences, resolving conflicts, and communicating progress toward achieving goals in the IEPs. The memorandum should be submitted to Superintendent Mann by July 12, 2009. A copy of the memorandum will be provided to the administrator that will complete your evaluation during 2009-2010. The evaluator will specifically note the strategies that you have implemented and the documentation that you provide including the number of parent-teacher conferences, number of parent contacts, and decreased number of conflicts.

Performance Goal #3

You will review the Individuals with Disabilities Education Improvement Act and the Individuals with Disabilities Education Improvement Act of 2004. It is critical that all teachers understand the demands of IDEA and IDEAI and the personal and corporate ramifications of non-compliance. You will review the above information and summarize the classroom legal requirements of the law. Additionally, you will review and note the parent rights of students with disabilities.

You will prepare a report that details the implication of the law on classroom performance and parent rights. Additionally, you will serve on a minimum of five IEP teams during the next school year to insure that you are familiar with the development, evaluation, and implementation of IEPs. You will provide a copy of this report to Superintendent Mann by August 1, 2009. Additionally, you will provide a report of the development, evaluation and implementation process of IEPs to Superintendent Mann by March 1, 1010. If you have questions regarding the IEP process and requirements you may contact Superintendent Mann for clarification. The administrator who will evaluate you next year will review the report and clarify any questions you may have regarding these laws. The evaluator will look for compliance in your evaluation next year and note your performance during IEP meetings.

Performance Goal #4

You will utilize instructional time effectively and efficiently. As we discussed on April 20, you are not using your instructional time effectively. It has been documented that you are utilizing classroom instructional time to review athletic films. The district policy clearly defines that teachers must complete and follow lesson plans aligned to state standards and objectives. You will provide detailed lesson plans as outlined in the policy. The administrator that evaluates you during the next school year will complete walk-through observations to insure that you are following the lesson plans that you have submitted. The evaluator will document observations and note your performance in the evaluation next school year.

Performance Goal #5

You will develop and maintain collegial relationships with school personnel and administrators.

We have discussed your inappropriate actions related to professional peer relationships and insubordination. You have failed to attend required staff meetings and have behaved inappropriately in your interactions with district staff. You will review the district policy on professional behavior and provide a signed and dated copy to Superintendent Mann by June 30, 2009. Superintendent Mann will answer any questions you have regarding professional behavior and district expectations. The administrator that evaluates you next year will specifically evaluate the development of these skills.

Conclusion

If you would like additional guidance, please let me or Superintendent Mann know immediately and in writing. The administrator who will be evaluating you next year will schedule a formal evaluation of your classroom teaching to see how you are

progressing in improving your instruction. He or she will also continue frequent informal observations to assess your progress.

I know this is a difficult process for you. However, I am confident that you will be able to work with your new evaluating administrator to improve your performance next school year.

If you have any questions, please contact me. The administrative team wants you to succeed as a teacher and we are willing to work with you to help you improve.

Placement in File

This remediation plan will be placed and maintained in your personnel file.

Acknowledgment of Receipt

I acknowledge receiving a copy of this memorandum. I also acknowledge being instructed by the administration to file a written response within seven calendar days regarding any aspects of the memorandum with which I disagree or wish to clarify.

Date

Teacher Comments:

The Situation: You are in your first year as a principal at Mapdot High School. During the process of teacher evaluation you are concerned about a tenured social studies teacher that you feel is not meeting the needs of the students. Often parents complain that this teacher uses very limited teaching strategies and seems to rely on worksheets and student reports. Many complain that he has already started his annual spring "film festival" (he is head boys track coach). These films often fail to show up in his lesson plans. His sister in law has been serving as the substitute teacher for his class and she feels everything is fine.

You have observed that he is not sympathetic to the special needs students and fails to adapt his assignments for them. He has been antagonistic toward the special education department and has also stated several times that his philosophy is that the "average" and "above average" students deserve the same amount of time as the special needs students. He thinks "gifted" is an elitist program. The teacher fails to cooperate with the parents of the special needs students and fails to positively communicate with them. Finally, this teacher has shown a lack of professional behavior toward the administration and the athletic director in particular. He fails to meet with the athletic director and has made it a habit of criticizing him in coaching meetings. You are about to present this teacher with his annual summative evaluation. Your superintendent feels that it is too late to make a termination decision and recommends that you develop a remediation plan for this teacher.

Develop a remediation plan that will include: 1) performance goals, 2) strategies and activities to assist him in meeting these goals, 3) identify how they will be measured, 4) and a timeline for the implementation of this plan.

MEMORANDUM

**TO: Teacher
FROM: Principal
Cc: Superintendent
DATE:
RE: Remediation Plan for the 2004-05 School Year**

This memorandum constitutes a formal remediation plan to assist you in improving your instructional and professional performance as a teacher. The requirements described in this remediation plan are based on (1) my observations of your instruction; (2) my observations of you in interacting with administration, staff, students and parents; and (3) other facts that you and I have discussed. Your successful completion of this plan will also improve your relationships with parents and staff.

The requirements listed below include specific instructional and professional performance goals, the performance level required, and the deadlines for meeting them. The instructional and professional requirements are essential to successful learning by your students and to your achievement of satisfactory job performance.

Performance Goal #1

You will improve your instructional performance by utilizing strategies specifically designed to meet the needs of students with special needs.

In my March 10, 2004 evaluation of your teaching, I expressed concern that you are not always effective in working with students who have identified as having special needs. Throughout the 2003-04 school year, parents have repeatedly complained about your failure to follow the individual education plans in place for students who qualify for special education services. On April 6, I reprimanded you for your failure to work with parents and your failure to follow the IEPs in place for these students. In your April 6 response to that reprimand, you stated, "My philosophy is that the `average and above average students deserve the same amount of time as the special needs students.'" This statement implies that you feel the demands made by special needs students and their parents are not reasonable. As a teacher in a classroom with various student needs your ability to work with and assist the special education team is essential. During the 2004-05 school year, you must focus on meeting the needs of these special, while still working effectively with average and above average learners. While this is a challenging task, it is one that all successful teachers must master.

To assist you in meeting this goal, you must read *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students* by Susan Winebrenner, and Pamela Espeland over the summer. This text suggests numerous strategies for teaching all types of children, not just those with learning differences. It also contains many suggestions for controlling inappropriate behavior in the classroom. After you have read this text, please prepare a memorandum summarizing the book and its suggestions. In the memorandum, include a list of strategies you will use during the 2004-05 school year to incorporate these concepts into your instruction. Provide Superintendent _ with a copy of this journal on or before August 15, 2004. Then, the administrator who will evaluate you next year will meet with you at the beginning of the 2004-05 school year to review the memo, and will look for the effective use of these strategies in his or her evaluation of your teaching performance next year. In addition, please review the school districts policy on showing movies in the classroom so that when you are showing an educationally relevant show there is the required pre and post teaching to go along with the movie. No movie should be shown that is not outlined in your lesson plans.

Performance Goal #2

You will review the requirements of the Individuals with Disabilities in Education Act, and to be sure that you are complying with the statute and its regulations. It is important that all classroom instructors be familiar with the requirements of the IDEA, and that they internalize the mandates contained in the statute and its regulations. Over the summer, please research the requirements of the Act and how it applies to classroom instruction. Then prepare a report detailing the results of your research. Please include specific and measurable changes you will make in your instruction to ensure that you are meeting the requirements of the IDEA. Provide a copy of that report to Superintendent _ on or before August 15, 2004. Then, the administrator who will evaluate you next year will meet with you at the beginning of the 2004-05 school year to review the memo to be sure that you have a correct understanding of your obligations under IDEA. The administrator will then look for your scrupulous compliance with the Act in his or her evaluation of your teaching performance next year.

Performance Goal #3

You will improve your relationships with parents by communicating with them frequently, working with them cooperatively, and actively listening to their suggestions and concerns.

We have discussed the need for you to improve your relationships with parents. Parents feel that you are not listening to their concerns. Others feel like you are dismissive of their suggestions, or that you are unwilling to make additional effort to meet the unique needs of their children.

To assist you in meeting this goal, you should read *Parents on Your Side: A Teacher's Guide to Creating Positive Relationships With Parents* by Lee Canter over the summer. This text suggests numerous, concrete strategies for teachers to use in working with parents. The School District has a video series from the Master Teacher Program and a series from the Early Career Teacher's Guide. Sometime over the summer, you must contact Superintendent _ to schedule times to view the Master Teacher tape entitled "Constructive Parent Conferences" and the Early Career Teacher's Guide tape, "Your Partner at Home - Parents." Once you have completed the text and viewed these tapes, you will prepare a memorandum summarizing your understanding of the concepts and strategies they outline. This memorandum must include how you plan to apply what you have learned in specific situations, including: 1) how you will communicate with parents at the beginning of the school year; 2) how you will work with parents to resolve conflicts; and 3) how you will communicate with parents during conferences. Since some of these strategies must be in place before the school year begins, you must deliver a copy of this memorandum to Superintendent on or before July 15. Then, the administrator who will evaluate you next year will meet with you at the beginning of the 2004-05 school year to review the memo, and will look for the effective use of these strategies in his or her evaluation of your teaching performance next year

Performance Goal #4

You will improve your professional interactions with administrative, classified and certified staff.

You have failed to maintain professional relationships this year. You behaved badly in staff meetings and have expressed significant hostility toward the school district's administration. When you have been informed that the administration has made a decision that you do not like, you have taken your dissatisfaction to members of the Board of Education. During the 2004-05 school year, you will not engage in this type of unprofessional conduct. You will participate actively and positively in staff meetings. You will cultivate professional, productive relationships with your fellow teachers and para-educators. You will behave collegially and respectfully toward administrators. You will observe the chain of command in addressing personnel decisions.

You are an experienced educator and, therefore, I do not believe that you need formal remediation to understand what constitutes professional behavior. If you are unclear about the school district's expectations set forth under this performance goal, or if you believe you cannot improve your performance in this area without additional training or continuing education, please contact me or Superintendent _ and we will arrange for you to receive that assistance.

Conclusion

If you would like additional guidance, please let me or the Superintendent know immediately and in writing. The administrator who will be evaluating you next year will schedule a formal evaluation of your classroom teaching to see how you are progressing in improving your instruction. He or she will also continue frequent informal observations to assess your progress.

I know this is a difficult process for you. However, I am confident that you will be able to work with your new evaluating administrator to improve your performance next school year.

If you have any questions, please contact me. The administrative team wants you to succeed as a teacher and we are willing to work with you to help you improve.

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